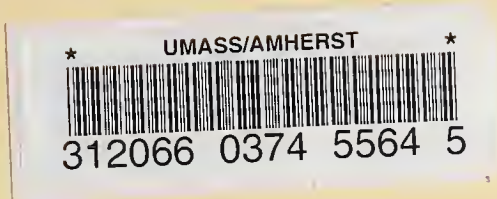


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THE ORGANIZATION OF SCHOOL DISTRICTS IN THE COMMONWEALTH OF MASSACHUSETTS

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*THE ORGANIZATION OF SCHOOL DISTRICTS
IN THE COMMONWEALTH OF MASSACHUSETTS*

FORWARD

Subsequent to the enactment of the regional school district legislation in 1949 the number of school districts in the Commonwealth of Massachusetts has been increasing. This situation has been created in large measure by the establishment of partial regional school districts whose jurisdiction is limited to secondary grade levels while control over the lower grades has been retained by local town school committees. This phenomenon in Massachusetts contrasts sharply with a national trend which shows a dramatic decrease in the total number of school districts during this same period of time.

For more than a decade the Massachusetts Board of Education has been endorsing guidelines and framing policies which encourage the formation of unified, K-12 school districts. The Board has no statutory authority to prescribe or require changes in the organization of school districts. Any changes in school districting patterns can only result from local support and approval.

The Board's role is one of leadership. Policies and plans voted by the Board urge and encourage very broad participation at the local level in searching for options and alternatives which would minimize fragmented and overlapping systems of school governance. The Board has also played a prominent role in preparing and sponsoring a legislative proposal which provides significant incentive monies to unified regional school districts.

In order to facilitate the implementation of Board policy, school district reorganization teams have been established in the six regional education centers of the Department of Education and local school officials and community leaders have been invited to contact the teams for technical assistance in developing and exploring school districting options. Partial school districts which express an interest in reorganization efforts are a priority for team activity.

Team members are sensitive to the emotional issues involved when communities examine changes in the organization of their school districts. The primary source of resistance to reorganization appears to be the fear of loss of autonomy and local control. A loss of local identity, or community pride has also been frequently cited as contributing to negative attitudes toward K-12 unification. Local rivalry between communities also can become an impediment to reorganization. These attitudes and feelings ought not to be unexpected given the history and development of public education in the Commonwealth of Massachusetts.

Colonial Beginnings

The Education Act of 1642 and the "Old Deluder" Act of 1647 were the first educational laws initiated in Massachusetts and endured for many years. In both of these acts the colonial General Court charged the towns of Massachusetts with specific educational responsibilities. The towns in the fulfilling of their educational responsibility had to exercise unilateral powers, and it was in the exercise of these powers at the town government level that the principle of local control emerged. This control of education by the individual towns has not changed fundamentally since the colonial period.

Independent School Districts

As the towns of Massachusetts grew in the 18th Century, problems with transportation, religion, taxation and population density led to the creation of the independent school district.

The people of any little area, where a half a dozen families lived, might unite to form a local school district. The legal proceedings were simple and easy...

The simplicity and the democracy of the system, and its effectiveness under primitive conditions, made it a natural system of the time. Once established it has become firmly rooted, and has changed only after much effort, though almost all the conditions which gave rise to it have since passed away.

The law which created the independent school districts was enacted in 1789, and by 1868 Massachusetts had 2,258 independent school districts. All legislative efforts in the middle third of the 19th Century were ineffective in dealing with the proliferation of school districts.

Unions

In 1848 permissive legislation was enacted which allowed the establishment of union high schools, and in 1868 a law was passed which permitted the establishment of union schools other than high schools. However, no union schools were ever established in the Commonwealth.

In 1870 union superintendencies were authorized with each town still retaining its own school committee and school buildings. The towns merely shared the services of a superintendent and, later, some supervisory and ancillary personnel were shared among the member towns of the union. It was not until 1882 that the independent school districts were abolished and the town became the school unit. Commencing in 1883, each of the 356 towns constituted its own school system with an elective school committee.

The number of school districts remained the same as the number of towns in Massachusetts for over 60 years, and it was not until the Great and General Court completed a post World War II Study of Massachusetts' high schools that any changes were contemplated. In 1947 there were 60 high schools with less than 100 pupils. Several groups of towns attempted to obtain special legislation to build a regional high school, but none were successful.

The School Building Assistance Commission

While it may be said that the origins of the school districting problems of Massachusetts rest with the early establishment of the tradition of local control of education over 300 year ago, the problem of the partial school district has its beginnings in the actions of the Great and General Court only 30 years ago.

To solve the problem of the many inadequate high school facilities, the Great and General Court created a special temporary commission--The School Building Assistance Commission.

Unfortunately, from a school districting point of view, the early managers of the School Building Assistance Commission placed heavy emphasis on the need for constructing secondary school facilities and, in their interpretation and application of this act, the issue of new school facilities became fused with the need for school district reorganization. To be sure, many fine secondary schools were constructed with state assistance. However, partial regional school districts, with jurisdiction over the secondary grade levels only, were established and thus began the overlapping and fragmented patterns of school governance in the Commonwealth. In solving one problem, a new one was created.

In 1948 the Great and General Court created the School Building Assistance Commission and charged the newly created commission as follows:

The powers and duties of the commission shall be, generally, to encourage and foster the establishment and building of consolidated and regional or union public schools...The Commission is hereby specifically authorized to make contracts...in the planning and establishment of regional or consolidated schools, and to recommend to the general court such legislation as it may deem desirable or necessary to further the purpose of this act.

The legislative mandate to encourage the formation of adequately sized school districts was entrusted to an agency whose managers perceived their primary mission to be the construction of school facilities. Control of this agency by the Department of Education was also specifically withheld by the Great and General Court.

The School Building Assistance Commission retained an independent status until 1965 when its powers and duties were transferred to the Board of Education. The Board of Education created the School Building Assistance Bureau and assigned to its staff members the responsibilities and functions of the former Commission.

Regional School Acts - 1949

In 1949 the Great and General Court amended the General Laws to provide a procedure by which towns could join together and form a regional school district. The legislation was flexible and recognized the principle of local control. In order to form a regional school district a majority vote in each member town was required.

The law provided for local control through a process whereby the towns would collectively write an agreement among themselves that would serve as a binding contract on the regional school committee. Approval of the regional agreement was required by the Department of Education and the Emergency Finance Board. In practice most of these regional agreements were written largely by bond counsel and the staff of the School Building Assistance Commission.

Two important decisions were made early in the development of the regional school district organization program. The initial thrust was to eliminate small, inefficient secondary schools and the creation of regional schools was encouraged through financial incentives rather than by state-mandated plans. These emphases, coupled with the fact that the regional school law did not require the member towns to regionalize all grade levels from kindergarten through grade twelve, allowed a number of towns to regionalize on a partial basis. While this action did result in substantially reducing the number of small high schools, it also increased the total number of school districts in the Commonwealth, precisely during that same period of time that there was a sharp decline in the number of school districts at the national level:

1. <u>Total School Districts</u>	1930	127,531
<u>in U.S.</u>	1940	117,108
	1950	83,718
	1960	40,520
	1970	18,977
	1971	17,896
	1972	17,000
	1978	16,211

Trend: decrease of 111,320 school districts

Operating	15,889
Nonoperating	322

2. <u>Total School Districts</u>	1930	355
<u>in Massachusetts</u>	1940	355
	1950	355
	1960	392
	1970	422
	1971	423
	1972	427
	1973	428
	1978	430

Trend: increase of 75 school districts

Cities and Towns		351
operating	310	
nonoperating	41	
Academic Regions		52
operating	52	
nonoperating	0	
Vocational Regions		27
operating	27	
nonoperating	0	
	Total	<u>430</u>

As the school district reorganization program proceeded and the regional school movement was more readily accepted at the local level, more emphasis was placed on extending partial regions (excepting vocational-technical regions) to unified kindergarten through grade twelve (K-12) organizations and forming new regions to serve K-12 grade levels. This new emphasis was supported in the findings of the "Willis-Harrington" Report to the State Legislature in 1965.

Willis-Harrington Report - 1965

In 1962 the Great and General Court created a special legislative commission to conduct a comprehensive study of education in Massachusetts. The Massachusetts Education Study Commission, or the Willis-Harrington Commission, recognized the problem that was emerging from the school district organization process and made several recommendations for change.

First, it recommended that the School Building Assistance Commission be abolished and its powers and duties be assigned to the Board of Education. Second, the study commission recommended the, "consolidation of school districts over a stipulated period of time should be effected so that all school districts will encompass kindergarten through grade twelve with a minimum of 1200 elementary pupils and a high school graduating class of at least 100."

Board of Education 1967 Guidelines

The Board of Education became more specific than the Willis-Harrington Report when it published its guidelines for school district organization in 1967. The document was intended to clarify the Board's view on what constituted quality education in Massachusetts, to show how small districts limit quality education, to point out the advantages of larger unified school districts, and to explain how the kindergarten through grade twelve regional school district provides a meaningful mechanism for achieving quality education in Massachusetts.

The Board of Education Guidelines specified:

1. Each community shall constitute, or be a part of, a school district maintaining and operating a complete kindergarten-Grade 12 educational program, governed by a single school committee with one superintendent of schools.
2. Each school committee shall make provisions for participation in an approved vocational-occupational program.
3. Each school committee shall provide an educational program which meets the minimum standards mandated by the Board of Education. Each school committee shall be encouraged to exceed these minimum standards.
4. Each school district shall contain at least 2,000 pupils unless prevented by extenuating circumstances acceptable to the Board of Education.
5. Each school committee with less than 2,000 pupils under its jurisdiction on December 31, 1968, shall submit a plan to implement these guidelines to the Commissioner of Education by December 31, 1969.

The Boston College Study - 1970

In April, 1969 the Massachusetts Advisory Council on Education commissioned Dr. Donald T. Donley and the Center for Field Research at Boston College to conduct a study of school district organization in Massachusetts. The study offered findings that both supported and reinforced Board of Education policy regarding school district organization.

The study found that:

From a financial viewpoint, the K-12 school district is economically the most efficient of all types of school district organizations in Massachusetts. The K-12 organization appears to get the greatest educational benefit for every dollar spent. K-6 and K-8 districts which represent the greatest proportion of small districts are the least efficient.

The study challenged the Department of Education's 1967 guideline that each community should be a part of a K-12 unified system with an enrollment of at least 2000 pupils as an inadequate answer to the problem. Further, the study reminded Massachusetts of the National trend of decline in school districts, and yet Massachusetts was still increasing the number of school districts. "The result has been the sacrifice of quality and equality of education to localism."

The study recommended the creation of a Commission on School District Organization whose main task would be to prepare a master plan for school district reorganization in Massachusetts.

The Governor's Commission - 1974

The Governor's Commission to Establish a Comprehensive Plan for School District Organization and Collaboration was formed in November, 1972. The basic problem was defined by staff members for the Commission in 1974.

No mechanism exists to assure that city, town and regional district school systems are of sufficient size to enable the offering of a broad range of educational programs and services.

Staff members accurately cited the "highly permissive regional school district statute does no more than outline procedures for voluntary reorganization and offers some financial incentives to do so." The problem was that the Commonwealth was creating partial school districts and small, isolated districts as well.

The small, isolated districts were resulting from the refusal of a town to join a regional school district when the region initially formed. Often, later efforts by refusing towns to join the region were rebuffed and the small isolated school district was reminded of its earlier refusal. In those instances, the Board of Education was and still is powerless to act.

Concerning the regional school district that leaves elementary grades with the local school (town) district, staff observed, "No standards of size or span of grades are required and new districts could be formed which are only slightly better than the old ones."

The Governor's Commission published its report on October, 1974 and recommended:

1. Legislative leaders and the State Board of Education should join in reviewing and, as necessary, again amending Section 16D of Chapter 71 of the General Laws to insure that incentives for regionalization apply to all regional districts in Massachusetts.
2. The State Board of Education should define and propose legislation abolishing superintendency unions by July of 1978.
3. The State Board of Education should follow three basic directions in approving proposals for formation of new or expansion of existing school districts.
 - A. Develop K-12 districts that
 1. Adequately meet the needs of all towns in a particular area.
 2. Encompass an adequate pupil base.
 3. Expand partial regional school districts to include all grade levels K-12.
 - B. Develop K-12 school districts that possess the capability of providing a high-quality of service in each of nineteen categories spelled out in the Commission's final report. (Please see Appendix I).
 - C. Develop an administrative system in which a Superintendent is responsible to only one school committee no matter how many communities are served.

The first of these recommendations was implemented when Board-supported legislation (Chapter 492 of the Acts of 1974, as amended) was adopted providing increased financial incentives for both operational funds and capital outlay funds to those districts regionalizing on a K-12 basis. This progressive legislation allowed, for the first time, school districts to regionalize for administrative purposes and not depend upon a school construction project to trigger increased state financial aid.

State Incentives to Regional School Districts

From the start of the regional school district movement in Massachusetts, the method of encouraging towns to form regions has been the financial incentive. Regional school districts have always received higher grants in aid for the construction of schools than cities and towns. Regional districts have always received full reimbursement for all planning costs related to a new school as well. Regional School Districts also are entitled to receive full reimbursement of all transportation costs from the State.

As an additional incentive for towns to regionalize, a 15% increase in state aid for operating expenses was also offered to those towns that joined a regional school district.

Chapter 492 of the Acts of 1974

Chapter 492 strengthened the school district organization process in Massachusetts. First, it changed the formula for providing the incentive operational aid to regional school districts. The new formula based reimbursements solely on expenditures of the regional school district.

Second, the law tied the rate of reimbursement to grade organization. Under the old law regional reimbursements were the same whether a district was a partial region or a K-12 region; and, thus, there were no operational aid incentives to

extend to K-12. The new formula gave two levels of reimbursement for incentive aid; one for partial regions and a higher one for K-12 regions.

Third, the construction grant incentive was changed to offer higher incentives for the formation of K-12 unified regional school districts. School construction projects for K-12 regions would be entitled to a 10% higher grant than the same construction by a partial region.

Fourth, the requirement of awarding a construction contract before a region could receive the operational reimbursement incentive was removed. Regional school districts could now be formed for administrative purposes only.

Superintendency Unions

In response to the second recommendation of the Governor's Commission, the Board of Education prepared and sponsored a legislative petition which was designed to abolish superintendency unions in the Commonwealth by July 1, 1978. The Legislative Joint Committee on Education reported the proposal out unfavorably-ought-not-to-pass and the full House of Representatives overwhelmingly accepted this unfavorable report.

There currently exist 35 superintendency unions in the Commonwealth encompassing 113 towns.

Statewide Planning for School District Organization

The third recommendation of the Governor's Commission suggested that the Board of Education develop a master plan for school district organization within the Commonwealth. The Commission's report provided two appendices which contained suggested listings of potential K-12 regional school districts based on a minimum size of 3,500 students and an expansion of all existing partial academic regional school districts. These options were presented to teams in the Department of Education's six regional centers during the summer of 1975. Following the suggestion

of the Governor's Commission, the teams were asked to comment and to develop new options for school district organization. The regional center teams expanded the listing to 106 options. These options included the extending of all partial regions to a K-12 unified organization.

At the Board of Education meeting in June 1976, two specific votes were taken.

VOTED: That the Board of Education supports the school district reorganization plan which has as its basis the school district reorganization options developed by the six regional center teams.

VOTED: That the Board of Education authorizes the six regional center teams to require all school districts listed in the options to submit a long-range school district reorganization plan prior to July 1, 1978.

The actual proposal to the Board of Education described a five year plan for school district organization. The first two years would be a planning phase. The school districts involved in the options for redistricting were required over a two year period to study the alternatives available and to select what each considered to be its best option. Communities were encouraged to develop new options with the assistance of the teams in the regional centers. The following three years were intended for implementation of the districting options for those districts interested in reorganization.

In the fall of 1976, the communities listed in the options for school district reorganization were notified by the Commissioner of Education of the options and the Board of Education's plan. The school committees were asked to rank the options in order of preference, or they were invited to contact the teams in the regional centers for assistance in developing other more suitable options.

Phase I - Planning (1976-78)

During this two-year planning period, regional center teams became fully operational and established a set of criteria for reviewing long-range plans submitted by

public school officials. Each team adopted its own strategy and procedures for providing information and technical assistance to local communities interested in exploring school districting options.

Final reports from the regional center teams indicated the following:

1. All of the 220 school districts listed in the reorganization options submitted a long-range districting plan.
2. 53 school districts expressed an interest in exploring reorganization options.
3. 167 school districts planned to continue their current organizational patterns.

The K-12 options and modifications by local officials are listed in Appendix II.

When working with representatives of local communities, the regional center team members emphasized the following features of the school district reorganization plan:

1. The plan does not mandate nor direct the establishment of unified, K-12 regional school districts.
2. The plan does require a report from each of the school districts listed in the options.
3. The plan encourages the development of additional options by local community leaders.
4. The plan does not advocate nor does it anticipate the centralization and consolidation of school facilities at the elementary grade levels.
5. The plan was designed to correct the problems resulting from fragmented and overlapping levels of school jurisdiction.

Phase II - Implementation (1978-81)

Regional center teams will direct and intensify their efforts towards those school districts where success appears to be most probable. Interested partial school districts will be a priority for team activity.

Bureau of School District Reorganization and Collaboration staff will coordinate central office support and assistance to regional center team in the following areas:

1. Fiscal data - regional school aid estimates
2. Department policies
3. Legal counsel and opinions
4. Enrollment projections
5. Attitudinal information
6. Amendments to regional agreements
7. Information relating to:
 - a. proposed legislation
 - b. one man-one vote principle
 - c. elementary education - non consolidation
 - d. district-wide elections process
 - e. protection of teacher benefits
 - f. answers for most commonly asked questions

Regional School District Data, 1979

Since 1950, 52 Academic Regional School Districts and 27 Vocational-Technical Regional School Districts have been established in the Commonwealth of Massachusetts. The chart below details the number of districts established, the grade levels comprising the districts and the number of cities and towns which have voted membership in the districts.

Types of Districts, 1979

<u>Academic</u>	<u>Grades</u>	<u>Number of Districts</u>	<u>Towns</u>	<u>Cities</u>
Unified	K-12	13	41	0
Elementary	K-6	3	7	0
Middle-Upper Junior-Senior	5-12	2	6	0
High	7-12	23	77	0
Senior High	9-12	11	30	0
Totals:	Academic Districts	52	*154	0

*Seven towns are members of both Elementary (K-6) and Junior-Senior High (7-12) regional school districts

<u>Vocational</u>	<u>Grades</u>	<u>Number of Districts</u>	<u>Towns</u>	<u>Cities</u>
Operating	9-12	27	186	20
Totals: Regional School District		79	**271	20

**69 towns are members of both an academic and a vocational-technical regional school district.

Statewide planning for school district reorganization has been completed. Input to the plan has been provided at three levels; at the state level by the Governor's Commission, at the regional level by staff members in the regional education centers and at the local level by officials in local communities. During the next two year period the regional center teams will continue to devote their efforts and energies towards assisting school districts in implementing organizational patterns of their own choice.

As we look toward the years ahead, there appear to be three concomitant phenomena which will have a dramatic impact on the governance of school districts within the Commonwealth; a significant decline in school enrollments, an inflationary economy and escalating local tax burdens. It seems reasonable to forecast that many local school districts will be persuaded by fiscal considerations to look beyond their boundaries and to pool their dwindling educational resources in joint ventures with neighboring communities. Within such a climate of cooperation and mutual support, the unified, K-12 regional school district might well emerge as the most efficient and effective vehicle for providing equal educational opportunities to an adequately sized school population.

Conclusion

In conclusion, it is worth repeating that the statewide plan adopted by the Board

of Education poses no threat to the traditional principle of local control in the establishment of school districts. As mentioned above, the Board of Education has no statutory authority to mandate or require changes in the reorganization of school districts. The Board's plan not only invites and welcomes local initiative and approval but is contingent upon these necessary elements for its successful implementation. In essence, the Board's role in school district reorganization is not one of prescription nor fiat. It has always been and will continue to be one of leadership in encouraging local officials and community leaders to examine and explore viable patterns of school district organization which best provide equal educational opportunities to our elementary and secondary school children.

APPENDICES

- I. Equal Access to Excellent Service*
- II. A Statewide School District Organization Plan*

EQUAL ACCESS TO EXCELLENT SERVICE

"Knowing what we are trying to do is the first step in knowing when we have done it!"

If our focus is excellence of service to all citizens, the state should act to ensure that no matter where a citizen resides he or she will be provided with convenient access to basic educational services. While any list of such basic services should be constantly evolving, Commission analysis of the goals and "pathways" published by the State Board of Education and of suggestions from many citizens has led to the definition of the following list as an appropriate starting point. Each public school district should organize its resources and collaborative activities to provide its constituents with:

- A. A results-oriented school management program characterized by needs assessment, goal definition, careful consideration and selection of action or program alternatives (so-called program budgeting), long-range planning, meaningful opportunities for informed involvement of students and other citizens in decision-making, and systematic use of evaluation techniques.
- B. A level of economy in school operations that is explained annually for the past fiscal year through a published and widely distributed report on cost comparisons with other districts of similar size and organization categories utilized in reports in the Massachusetts Teachers Association. Such an annual report should include at least the following:
 1. Ratio of full-time certified staff members or staff-member equivalents (including aides in differentiated staffing programs where the number of certified teachers has been reduced) to full-time students (two half-day students counting as one full-time student, etc.).
 2. Total expenditure per full-time student in:
 - a. 1000 accounts (central administration)
 - b. 2000 accounts (instruction
 - (1) salaries supporting instruction
 - (2) all other instructional expenses
 - c. 3000 accounts (non-instructional service)
 - d. 4000 accounts (operation and maintenance)
 - e. 5000 accounts (fixed charges)
 - f. 9000 accounts (cooperative programs)
 3. Staffing and expenditure comparisons among schools in the district in terms of disclosing local equalization and specialization of resources. Also, it could include such additional explanatory remarks as seem appropriate to the school committee with jurisdiction.
- C. Early childhood educational services including at least pre-kindergarten screening for children with special needs and parent training programs.
- D. Basic adult education services including at least those needed for a high school equivalency certificate.
- E. A complete spectrum of service for students with special learning problems and disabilities as provided in statutes and Board of Education regulations.

- F. Program coordination on a K-12 basis designed to eliminate gaps and unnecessary repetitions in learning experiences. For example, secondary school educators cannot assume that students have a background in terminology of modern mathematics unless programs in feeder elementary schools are designed to provide that background; even then mechanisms must be developed to assist students who are new residents of a region. Regional secondary districts can assume important leadership in ensuring coordination where a K-12 district does not exist.
- G. Individualized instructional programs that allow students to work on their own readiness levels and to satisfy the need to succeed. (Refer to "Pathways" published by the State Board of Education).
- H. Instructional programs that use the physical and personnel resources of the surrounding geographical area and eliminate or reduce time and place restrictions which inhibit student progress (Refer to "Pathways").
- I. Programs that promote the emotional and physical well-being of students, including a broad spectrum of pupil personnel services. (Refer to "Pathways" and state goal #1).
- J. Instructional programs that place a primary focus on providing students with basic and advanced communication and computation skills. (Refer to state goal #2).
- K. Programs in social studies, science, and humanities that increase a student's knowledge of cultural heritage, provide the student with discovery experiences, and promote the development of critical thinking skills. (Refer to state goal #3).
- L. School programs and activities designed to develop a capacity and a desire for life-long learning in each student. (Refer to state goal #4).
- M. A school environment and programs that give students a thorough understanding of the functioning of our society and government, meaningful experiences in democratic and consumer processes, and encouragement of commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others. (Refer to state goal #5).
- N. A school environment and programs that promote understanding and positive interaction among persons of different race, religion, sex, ethnic group, and socio-economic group (Refer to state goal #6).
- O. School programs that provide a broad range of opportunities for career exploration, vocational guidance, and both vocational and avocational training prior to high school graduation. (Refer to state goal #7).
- P. Programs that promote student awareness of personal, corporate, and political actions as they affect natural resources and environmental balances. (Refer to state goal #8).
- Q. A school environment and programs that help students to identify and clarify personal values and attitudes. (Refer to state goal #9).
- R. Significant opportunity for individual exploration and expression of talents and feelings, in music, writing, electronic communication, art, drama, and movement. (Refer to state goal #10).
- S. A school reporting system that defines individual student progress on a continuum both against stated learning objectives and, in the case of basic skills, against nationally standardized norms.

A Statewide School District Organization Plan

Column A - Governor's Commission Sample List based upon a minimum of 3500 students (K-12).

Column B - Regional Center Team Options resulting from a review and revision of Governor's Commission Listing (K-12).

Column C - Reorganization plans and activities undertaken by local and partial regional school districts since 1978.

A	B	C
Berkshire Hills Region, Southern Berkshire Region, Mount Washington	Berkshire Hills Southern Berkshire Mount Washington Sandisfield	Berkshire Hills will continue as K-12 region. Southern Berkshire will continue as K-12 region.
	Berkshire Hills Southern Berkshire Mount Washington Richmond	Mount Washington will continue as a non- operating district.
	Berkshire Hills Southern Berkshire Richmond	Sandisfield and Richmond will maintain present organizations.
Lee, Lenox, Richmond, Tyringham	Lee, Lenox, Otis, Tyringham	Lee, Otis, Tyringham, Hancock, and Richmond will maintain present organizations.
	Lee, Lenox, Otis, Tyringham, Hancock, Richmond	Lenox is exploring re- organization.
Mount Greylock Region (Williamstown, Lanes- borough), Hancock, New Ashford	Mount Greylock ~~Williamstown, Lanesborough~~ Mount Greylock, Clarksburg, New Ashford	Williamstown will main- tain present organization. Mount Greylock and towns are exploring an extension of the region.
	Mount Greylock, Hancock, New Ashford	Clarksburg will maintain present organization. New Ashford and Hancock will maintain present organizations.

A	B	C
Adams-Cheshire Region, Savoy	Adams-Cheshire, Savoy	Adams-Cheshire is K-12 region.
	Adams-Cheshire, Mount Greylock, Hancock, Savoy, New Ashford	Savoy will maintain present organization. Mount Greylock and towns are exploring an extension of the region. Hancock and New Ashford will maintain present organiza- tions.
Clarksburg, Florida, Monroe, North Adams	Clarksburg, Florida, Monroe, North Adams	Clarksburg, Florida and Monroe will maintain present organizations.
Otis, Sandisfield, Granville, Southwick, Tolland	Sandisfield, Granville Southwick, Tolland Granville, Southwick, Tolland	Granville, Southwick and Tolland are investi- gating K-12 region. Sandisfield will main- tain present organiza- tion
Gateway Region, Hampshire Region (Chesterfield, Goshen, Southampton, Westhampton, Williamsburg)	Gateway-Hampshire Gateway K-12 Hampshire K-12	Hampshire Region and towns will maintain present organizations. Gateway is K-12 region.
Mohawk Trail Region (Ashfield, Buckland, Charlmont, Colrain, Hawley, Heath, Plain- field, Rowe, Shelburne), Buckland-Colrain-Shelburne Region, Charlmont-Hawley Region	Mohawk Trail and all towns involved in a K-12 region.	Regions and towns will maintain present organi- zations.
Hatfield, Hadley, Frontier Region (Conway, Deerfield, Sunderland, Whately)	Frontier, Hatfield, Hadley Frontier, Hatfield Frontier Hatfield, Hadley Hatfield, Northampton Hatfield, Hadley, Northampton	Frontier Region, Hatfield, Hadley and Northampton will maintain present organizations.
Hampden-Wilbraham Region (Hampden, Wilbraham)	Hampden-Wilbraham	Hampden-Wilbraham Region and towns will maintain present organiza- tions.

A	B	C
Granby, Belchertown, Ware	Granby, Belchertown, Ware	Granby, Belchertown and Ware will maintain pre- sent organizations.
Amherst-Pelham Region (Amherst, Pelham, Leverett, Shutesbury)	Amherst-Pelham Amherst-Pelham, Hadley	Amherst-Pelham Region and member towns rejected a K-12 extension. The region and towns will main- tain present organizations. Hadley will maintain present organization.
Gill-Montague Region (Gill, Montague), Mahar Region (Erving, New Salem, Orange, Petersham, Wendell)	Gill-Montague Gill-Montague, Pioneer Valley (Leyden, Bernardston, Northfield, Warwick) Mahar	Gill-Montague Region and towns are investigat- ing reorganization. Pioneer Valley Region, Leyden, Bernardston, Northfield, and Warwick will maintain present organizations. Mahar Region, Orange and Petersham will main- tain present organizations. Erving, New Salem and Wendell are investigating reorganization.
Athol-Royalston Region, Pioneer Valley Region (Leyden, Bernardston, Northfield, Warwick)	Athol-Royalston Pioneer Valley	Athol-Royalston extended into a K-12 region. Pioneer Valley Region and member towns will maintain present or- ganization.
Quabbin Region (Barre, Hardwick, Hubbardston, Oakham) Narragansett Region	Narragansett Quabbin	Narragansett extended into a K-12 region. Quabbin Region and member towns will maintain present or- ganizations.
Spencer-East Brookfield Region (Spencer-East Brookfield), North Brook- field, New Braintree	Spencer-East Brook- field, North Brookfield, New Braintree Spencer, East Brook- field	North Brookfield, New Braintree and Quabog Region are investigating reorganization. Spencer-East Brookfield rejected K-12 extension. East Brookfield wishes to explore reorganization.

A	B	C
Quaboag Region (Warren, West Brookfield), Palmer	Quaboag	Quaboag, North Brookfield and New Braintree are investigating reorganiza- tion.
	Quaboag, North Brookfield, New Braintree	
	Quaboag, Ware	Ware will maintain present organization.
Tantasqua Region (Brim- field, Brookfield, Holland, Sturbridge, Wales), Monson	Tantasqua	Tantasqua Region and towns will maintain present organi- zations.
	Palmer, Monson	
	Palmer, Monson, Ware	Monson will maintain present organization.
		Palmer and Ware will main- tain present organizations.
Charlton-Dudley Region, Southbridge	Rejected by team	
Paxton, Leicester	Rejected by team	
Holden, Rutland	Rejected by team	
Ashburnham-Westminster Region (Ashburnham, Westminster), Princeton, Sterling	Ashburnham-Westminster	Ashburnham-Westminster Region and towns are investigating a K-12 extension.
	Wachusett (Holden, Paxton, Princeton, Rutland, Sterling)	Wachusett Region and Holden, Paxton, Princeton and Rutland will maintain present organizations.
		Sterling-and West Boylston are investigating a K-12 region.
Gardner, Winchendon	Narragansett, Winchendon	Narragansett is K-12 region.
		Winchendon and Gardner are investigating reorganiza- tions.
North Middlesex Region, Lunenburg	Rejected by team	
Groton-Dunstable Region, Tyngsborough	Groton-Dunstable, Tyngsborough	Groton-Dunstable is K-12 region. Tyngsborough will maintain present organiza- tion. North Middlesex is K-12 region.
	North Middlesex, Tyngsborough	

A	B	C
Ayer, Shirley, Harvard	Ayer, Shirley Harvard, Littleton	Shirley is investigating reorganization. Ayer wishes to dissolve Superintendency Union #42. Harvard and Littleton will maintain present organization.
Westford, Littleton	Rejected by team	
Acton-Boxborough Region (Acton, Boxborough)	Acton-Boxborough	Acton-Boxborough voters rejected a K-12 extension. Region and towns will maintain present organizations.
Nashoba Region (Bolton, Lancaster, Stow), Maynard	Nashoba Nashoba, Maynard Nashoba, Harvard	Nashoba Region, and towns will maintain present organizations. Maynard and Harvard will maintain present organizations.
Berlin-Boylston Region (Berlin, Boylston), Clinton, West Boylston	Berlin-Boylston Berlin-Boylston, West Boylston Berlin-Boylston, West Boylston, Clinton	Berlin-Boylston Region and towns are investigating K-1 reorganization. West Boylston is investigating a K-12 region with Sterling. Clinton will maintain present organization.
Northborough-Southborough Region (Northborough, Southborough)	Northborough-Southborough	Northborough-Southborough and towns are investigating reorganization.
Grafton, Millbury	Rejected by team	
Oxford, Sutton	Rejected by team	
Douglas, Webster	Douglas, Sutton, Uxbridge, Webster Douglas, Sutton, Uxbridge Douglas, Webster Douglas, Sutton, Webster Douglas, Sutton	Sutton, Douglas, Uxbridge, and Webster will maintain present organizations.

A	B	C
Northbridge, Uxbridge	Northbridge, Uxbridge	Northbridge and Uxbridge will maintain present organizations.
Mendon-Upton Region, Hopedale, Blackstone-Millville Region (Blackstone, Millville)	Blackstone-Millville Mendon-Upton, Hopedale	Blackstone-Millville will maintain present organization. Mendon-Upton is a K-12 region. Hopedale will maintain present organization.
Medway, Millis	Medway, Millis	Medway and Millis rejected a K-12 region. The towns will maintain present organizations.
Dover-Sherborn Region (Dover, Sherborn), Medfield	Dover-Sherborn	Dover-Sherborn Region and towns will maintain present organizations.
Ashland, Hopkinton	Ashland, Hopkinton	Ashland and Hopkinton will maintain present organizations.
Lincoln-Sudbury Region (Lincoln, Sudbury)	Lincoln-Sudbury	Lincoln-Sudbury Region and towns will maintain present organizations.
Concord-Carlisle Region (Concord, Carlisle)	Concord-Carlisle	Concord-Carlisle Region and towns will maintain present organizations.
King Philip Region (Norfolk, Plainville, Wrentham)	King Philip	Region and towns will maintain present organizations.
Avon, Holbrook, Abington	Avon-Holbrook	Avon and Holbrook will maintain present organizations.
Cohasset, Hull	Rejected by team	
Nahant, Swampscott	Nahant, Swampscott Nahant, Lynn	Nahant and Swampscott will maintain present organizations. Lynn will maintain present organization.

A	B	C
Masconomet Region (Boxford, Middleton, Topsfield)	Masconomet	Masconomet Region and towns will maintain present organizations.
Hamilton-Wenham Region, Manchester	Hamilton-Wenham Hamilton-Wenham, Manchester Hamilton-Wenham, Essex, Manchester	Hamilton-Wenham is K-12 region. Essex and Manchester are investigating reorganizati-
Ipswich, Essex	Essex, Ipswich Essex, Manchester Essex, Gloucester Essex, Gloucester, Rockport Essex, Manchester, Rockport	Essex, and Manchester are investigating reorgan- ization. Goucester, Ipswich and Rockport will maintain present organizations.
Gloucester, Rockport	Gloucester, Rockport	Gloucester and Rockport will maintain present organizations.
Triton Region (Salisbury, Newbury, Rowley), Georgetown	Triton Triton, Georgetown	Triton Region and towns will maintain present organizations. Georgetown will maintain present organization.
Pentucket Region (Groveland, Merrimac, West Newbury)	Pentucket	Pentucket Region and towns will maintain prese organizations.
Amesbury, Newburyport	Rejected by team	
Mansfield, Norton	Rejected by team	
East Bridgewater, West Bridgewater	East Bridgewater, West Bridgewater	East Bridgewater and West Bridgewater will maintain present organizations.
Whitman-Hanson Region (Whitman, Hanson)	Whitman-Hanson	Whitman-Hanson Region and towns will maintain present organizations.

A	B	C
Norwell, Hanover	Rejected by team	
Pembroke, Halifax, Plympton	Silver Lake (Pembroke, Halifax, Plympton, Kingston)	Silver Lake Region and member towns will maintain present organizations.
Duxbury, Kingston	Rejected by team	
Dighton-Rehoboth Region (Dighton, Rehoboth), Seekonk	Dighton-Rehoboth Dighton-Rehoboth, Berkley	Dighton-Rehoboth and towns will maintain present organizations. Berkley will continue as organized and tuition high school students to Taunton.
Freetown-Lakeville Region (Freetown, Lakeville), Berkley	Freetown-Lakeville Freetown-Lakeville, Berkley	Freetown-Lakeville voters rejected a K-12 extension. Region and towns will maintain present organizations. Freetown-Lakeville and Berkley will maintain present organizations.
Bridgewater-Raynham Region (Bridgewater, Raynham)	Bridgewater-Raynham	Bridgewater-Raynham Region and towns rejected K-12 extension. Region and towns will maintain present organizations.
Plymouth-Carver Region (Plymouth, Carver)	Plymouth-Carver	Plymouth-Carver Region and towns rejected K-12 extensio Region and towns will main- tain present organizations.
Swansea, Somerset	Rejected by team	
Westport, Dartmouth	Rejected by team	
Acushnet, Fairhaven	Acushnet, Fairhaven	Acushnet and Fairhaven will maintain present organizations.
Old Rochester Region (Rochester, Marion, Mattapoisett), Wareham	Old Rochester	Old Rochester Region and member towns will maintain present organiza- tions.
Sandwich, Mashpee	Sandwich, Mashpee Falmouth, Mashpee	Sandwich and Mashpee will continue as a Union School District #10.

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B

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Nauset Region (Wellfleet,
Eastham, Orleans, Brews-
ter), Provincetown, Truro,
Chatham, Harwich

Nauset

Nauset, Truro,
Provincetown

Chatham, Harwich

Martha's Vineyard Region
(Chilmark, Edgartown,
Gayhead, Oak Bluffs,
Tisbury, West Tisbury)

Martha's Vineyard

Mashpee will continue to
seek a regional partner.

Falmouth will maintain
its present organization.

Nauset is investigating
K-12 extension.

Truro plans entry into
Nauset K-12 region

Provincetown is investiga-
ting alternatives.

Chatham and Harwich have
rejected reorganization.
Chatham and Harwich will
maintain present organiza-
tions.

Martha's Vineyard Region
and towns have rejected
extension into a K-12
region. Region and towns
will maintain present
organizations.

